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Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education, and 14 relevant recommendations form the basis for this publication and for Part II, available as VT 005 254. This document, Part I, contains four articles on family problems which affect school-age members. Each chapter begins with a presentation of one or several recommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for the conference. Finally, suggestions are given for implementing the recommendations in the home economics program. The Role of the Family Today, described in Chapter I, considers the family as society's basic unit, contemporary family problems and the role of home economics in solving problems. Chapter 2 emphasizes the need for and implementation of family life education. Family communication, understanding, values, and masculine and feminine roles, among other topics, are considered. Other chapters deal with the effects of mobility and family nutritional problems. The document contains list of teacher aids. (FP)

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THE FAMILY TODAY

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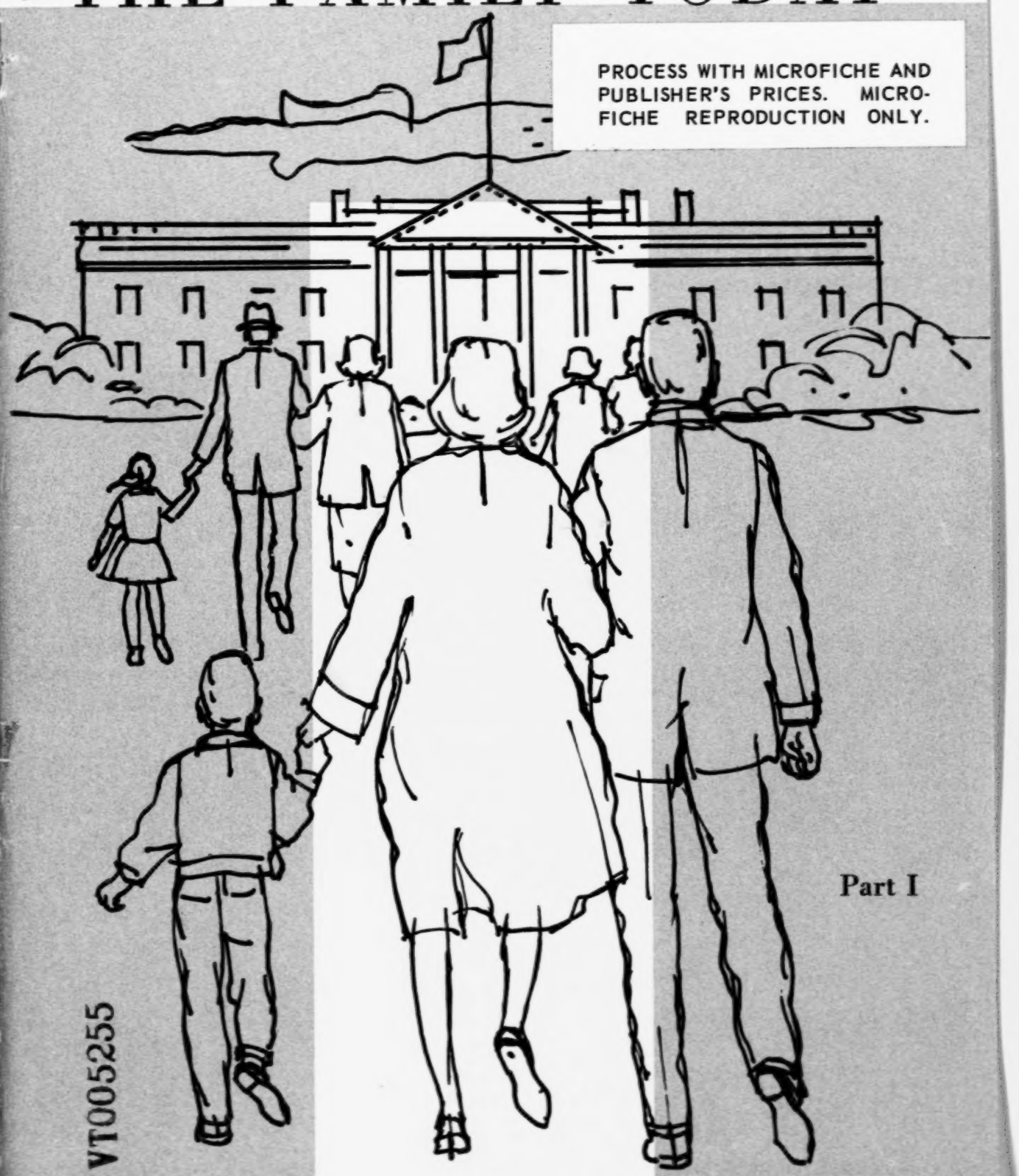

Part I

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Department of Home Economics—NEA
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Part I

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Introduction

Six hundred and seventy recommendations for the growth and development of the young people of the United States were presented at the 1960 White House Conference on Children and Youth. These recommendations, writes Mrs. Rollin Brown, national chairman of the Conference, "reflect the hopes and aspirations of all who, in the Conference theme, would strive 'to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity.'" [1]

Many of the Conference recommendations have implications for home economics education; a number are specifically related to the content and objectives of the home economics program. These latter recommendations (14 in number) form the basis for this publication, THE FAMILY TODAY, Part I, and for Part II, which will be published in the fall.

Part I contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one or several recommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for Conference participants. Finally, suggestions are given for implementing the recommendations in the home economics program.

It is the hope of the authors and editors of THE FAMILY TODAY that this publication will be helpful for teachers seeking to use the White House Conference recommendations as guides to action in their educational programs.

ELIZABETH SIMPSON
DORIS MANNING

Co-Editors

[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. vii.

Chapter 1 The Role of the Family Today

Evelyn Irene Rouner and Freddie Simonds
Central Michigan University

Recommendation 86

That it be recognized that—

the family as the basic unit of our society has primary responsibility for developing values, freedom, initiative, and self-discipline in children

the development of the child's potential is vitally affected by the nature and quality of family relationships

the individuality of each family and each member of the family must be acknowledged and preserved

each family must ultimately determine solutions to its own problems in the light of its own goals and philosophy within the context of the community's goals and values.[1]

SOCIETY'S BASIC UNIT

The 1960 White House Conference on Children and Youth re-emphasized the family as the basic unit in our society. Though experiments in supplanting the family with other institutions have been attempted in some countries, none have been reported successful. As yet, there seems to be no completely satisfactory alternative to the family as a setting for rearing children. This is a rapidly changing world, but the family remains ". . . the most important of all primary groups. In it, there is affection and love, and there is permanence. In addition to the bonds of love, there are kinship ties that bind the larger family unit together. It is within primary groups, and especially within the family, that the deeper ideals, loyalties, and principles are developed." [2]

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[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 12.

[2] Landis, Paul H. *Your Marriage and Family Living.* New York: McGraw-Hill Book Co., 1946. p. 34-35.

ROLES AND PROBLEMS OF TODAY'S FAMILIES

In America today, there is some confusion over the role of the family. Certain of its functions have been taken over to a great extent by other institutions. Youth tends to look in other directions for the satisfaction of many needs—and thus may come to look on the family as less important.

Can a core of primary family responsibilities be identified? Do people really believe that the family plays a major role in our society? Is the institution a constant in a changing world? According to Seymour Lipset, "Concentration on the obvious social change in a society that has spanned a continent in a century and moved from a predominantly rural to a metropolitan culture tends to obscure what has been relatively constant and unchanging." [3] Perhaps, then, the approach should be to try to discover what the primary responsibilities of the family can be in today's world, what values it can preserve, and what consequences may follow if families fail to fulfill their responsibilities. Even major changes in society which affect the home need not endanger or weaken certain values. They may strengthen values, too. Once the effects of social change are identified, creative thinking processes may be used to plan ways to preserve what is good and to find new ways of accomplishing family goals.

An example of how a societal change can become a tool for growth is given by the anthropologist, Dorothy Lee. She points out that the new affluence of our culture is neither good nor bad in itself, but can be used to enrich as well as to impoverish the lives of our children. She writes:

> A child I know, left to her own devices, made tiny ballet dancers out of rubber bands from her braids, bobby-pins and Kleenex. When her mother saw these, she used her affluence to provide bits of velvet and satin and gold braid and stiff chenille so that her girl turned out angels and queens in addition to her dancers. Her mother, however, could have bought complete sets of ballet dancers so that the child would have no further urge to make her own; thus using affluence to "impoverish." [4]

Mere knowledge of social changes, however, may be of little worth unless we evaluate a particular change in the light of the values and goals of a particular family. Each family needs also to be aware of how its values and goals relate to the values and goals held by the society of which it is a part; each family must recognize that changes in values and goals may sometimes be necessary. For example, should sheer

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[3] Lipset, Seymour. "Constant Values in American Society." *Children* 6: 219; November-December 1959.

[4] Lee, Dorothy. "The Effects of Affluence." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 132.

"togetherness" be our goal in family living today? Should we not think of the family role in a much larger context? Do we put too much emphasis on what goes on inside the home, as important as this is, and too little emphasis on the economic, social, and cultural environment?

Social pressures, in addition to social changes, have a tremendous effect on family life. Young people are pressured into early marriage, pressured into going to college, pressured into buying a home whether they can afford it or not, and pressured into bankruptcy in the first stage of their family life cycle. How much of all this do they "accept unthinkingly"?[5] An awareness of the motivations behind such decisions is a prerequisite to creative or critical thinking. Only as family members become aware that their value systems influence goal setting and achievement, can there be intelligent decision making.

We cannot wait until children are grown to help them identify their values and make intelligent decisions. Self-discipline, integrity, responsibility, and respect for the value of the individual are not traits suddenly acquired at puberty. Parents must be willing and able to provide experiences from which their children can learn. The number of such experiences may not be the most important factor, either. People sometimes think, for example, that if it is good for a mother to be with her child of preschool or any age, the more time she can spend, the better will be the relationship. This is not necessarily true; in fact, results of research concerning working mothers would suggest that this is a false assumption.[6] It is the quality of the relationship which makes the difference. If parents use available knowledge of child growth and guidance principles, one hour of planned companionship may be worth more than a much longer haphazard period.

Attitudes are caught by children. The parent who showers a child with expensive but poorly chosen playthings, rather than taking time to interrelate with him, is teaching an attitude. He is teaching the child to value things rather than people.

ROLE OF HOME ECONOMICS IN SOLVING PROBLEMS

If teachers of home economics are to contribute to the improvement of family life, conscious attention must be given to the moral, psychological, cultural, and economic elements which impinge upon the family. The task is large.

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[5] Keats, John. "Do We Keep Up with (or Down to) the Joneses?" *Glamour* 44: 122; November 1960.

[6] Ginzberg, Eli, editor. *The Nation's Children: Problems and Prospects.* New York: Columbia University Press, 1960. Vol. 3, 200 p.

In *Home Economics—New Directions,* it is stated that, "Home economics is the field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living, improving the services and goods used by families, conducting research to discover the changing needs of individuals and families and the means of satisfying these needs, and furthering community, national, and world conditions favorable to family living."[7] Twelve competences fundamental to effective family living are given, followed by the statement that, "As home economists, we can measure the success of our work by the extent to which we contribute to the development by individuals and families of these competences."[8] The 12 competences are, by this time, well known to most of those in the home economics profession. With this list in mind, a review of the 1960 White House Conference recommendations serves as a challenge to the profession.

IMPLEMENTING RECOMMEDATION 86 IN THE HOME ECONOMICS PROGRAM

Understanding A Child's General Development

Study and discuss ways in which homes may provide for developing values, freedom, initiative, and self-discipline in children. Role play situations that provide such opportunities. Discuss guidance procedures used by the adults in the role-playing situations and the probable effectiveness of the procedures.

Divide the class into research and demonstration teams. The teams may obtain necessary information and give demonstrations on: (a) guiding the development of a child's eating habits (one student might take the role of the child), (b) guiding the development of safety habits, (c) providing for the child's rest needs, and (d) guiding the child in other situations where there are opportunities for developing values and self-discipline.

Students can observe preschool-age children in nursery school, kindergarten, church school, or in the home. Record incidents observed. Read about children of the age observed in order to know whether the children were exhibiting behavior normally expected of children of this age. Write interpretations of each child's behavior in terms of normal development, giving references. Write suggestions for guidance for this and similar situations, giving references.

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[7] Committee on Philosophy and Objectives of Home Economics. *Home Economics—New Directions.* Washington, D.C.: American Home Economics Association, June 1959. p. 4.

[8] *Ibid.,* p. 9.

Discuss the value of play in a child's life, what materials are needed for play, and how play activities may provide opportunities for teaching moral and spiritual values and developing self-discipline in children.

Students and teacher can develop a series of bulletin boards, "Play Paves the Way to_____." (First bulletin board, Physical Development; second, Mental Development; third, Emotional Development; fourth, Social Development; and fifth, Moral and Spiritual Development.) The teacher can set a standard by preparing the first one; committees of students can develop subsequent displays.

View a film, such as *The Terrible Two's and Trusting Three's*.[9] Discuss such questions as: Are the two- and three-year-olds you know like the children in the film? What do authorities tell us about the development of children of these ages? What guidance procedures may we use to help children develop socially desirable behavior?

Have a panel discussion on what it means to be a member of a family in which there is a baby or young child. Discuss responsibilities each member has for the development and guidance of the child.

Students can develop a list of criteria for a good home in which to rear a child. This should involve consulting references by authorities in the field of child development and family relationships and an exploration of relevant research.

Advanced students or adults can write statements descriptive of a good child, a good mother, and a good father. They can compare their statements with those of Duvall.[10] In one adult class, this writing activity led to a fruitful discussion of the differences between the traditional and developmental concepts of child rearing, the consequences for children and parents of both patterns of child rearing, and an evaluation by the adults of their own views. Some of the adults arrived at new concepts regarding the good child and the good parent.

Lay four individual settings for a meal. Each setting should illustrate the influence of a different value—such as beauty, convenience, health, or status. Discuss how children develop their values from simple, everyday experiences in the family.

Have students write and present minute dramas based on the idea that there are a lot of good things in life that are free. The dramas can be analyzed for the values they express, as well as for the opportunities they offer of helping children clarify values and see the results of holding certain values. For example, a minute drama such as the following can be presented:

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[9] *The Terrible Two's and Trusting Three's*. 22 min., 16mm, sound, color and b & w. McGraw-Hill Book Co., Textbook Film Department, 330 West 42nd Street, New York 18, New York, 1950.

[10] Duvall, Evelyn Millis. *Family Development*. Chicago: J. B. Lippincott Co., 1957. p. 42-64.

Situation: Old Mrs. King is seated on her front porch. Teen-ager Ann and her five-year-old sister stand on the front steps visiting with her.

Mrs. King: The cookies are lovely, Ann. Thank your mother for me. And I'm glad you told me about your school exhibit. I'll try to go. I'll look for your painting.

Ann: I'll look for you there, Mrs. King. Susy and I must be going. Goodbye now.

Mrs. King: Goodbye, girls.

A moment later, Ann is walking down the street holding Susy's hand.

Susy: She liked the cookies.

Ann: Yes, they were the soft kind she likes best.

Susy: But, I know what she liked best. Us! She liked to have us visit her.

Questions to guide discussion include: What "free" gifts did Ann and Susy give Mrs. King? What did she give them? What values do you think were involved in this situation? What was Susy learning about values? How may Ann have responded to Susy's last statement to clarify the values involved and to help Susy learn what it means to hold certain values? (The answer to the last question can be written and handed in for the teacher to gain increased understanding of her pupils' ideas about their values.)

Have students write on their most rewarding experience over a school vacation and analyze their experiences in terms of the values expressed in them.

Understanding the Development of A Child's Potential

Have students read and analyze short stories or novels which show how a child's potential is affected by the nature and quality of family relationships. Plan a symposium on "Developing the Child's Potential." A teacher can speak on how intellectual development may be fostered in the home; a physical education director, on fostering physical development; a counselor, on fostering social development; and a minister, on fostering spiritual development. If this learning experience is to be most successful, resource people should be carefully selected for their knowledge of the subject under consideration and for their ability to relate well to young people.

Minute dramas can be developed by the teacher or by students in order to stimulate discussion on how the home situation influences the child's development. For example, the following minute drama can be presented:

Father: Shh! There's someone knocking at the door. Oh, it's that bill collector again. What—

Mother: I'll go tell him you're not at home and you didn't leave any money.

Child: But Daddy is here and I saw some money on your dresser.

Discussion can center on how situations such as this influence the development of a child's concepts of truth and honesty.

Contrast the foregoing situation with the following:

Neighbor: I think you could get by without reporting on your tax form the income from that little job you did for the Smiths.

Father: Maybe I *could* get by, but I did earn a neat sum on the job and I *do* owe taxes on it, so I'll put it down.

Henry: Daddy, you always put down everything, don't you? Do you like to pay your taxes?

Father: Well, taxes go for a lot of important things, Henry. We'll take a walk after a while and I'll tell you about it.

Students or adults may discuss the effects on the child of growing up in homes where the following happens:

Home "A"

Situation: Mother, father, and five-year-old Janice are at the dinner table.

Father: Just once—just once, I'd like a decent meal in this house and a little peace and quiet.

Janice: Daddy, the pudding's good. I made the pudding, Daddy.

Mother: Keep out of this, Janice. Daddy would like to dine at the Waldorf, but with what he gives me for food he's lucky to get anything—especially since I never get a word of appreciation.

Home "B"

Situation: Mother, father, and five-year-old Sylvia are at the dinner table.

Sylvia: I made the place mats, Daddy.

Father: I knew there was something special about the table tonight. They add just the right touch to Mom's good dinner. The meatloaf is good, Helen.

Mother: Thank you, John. This is the best time of the day—when we're all together. How was your day, John?

Students may consider the question: In which of the two homes shown briefly in the following sketches does the child seem to have the best opportunity of developing intellectually? Explain reasons for your choice.

Home "A"

Situation:	Mother is seated in living room. Child runs into room.
Child:	Mom, Mom, I saw a red bird at our bird-feeder.
Mother:	It was a male cardinal. I saw it this morning, too.
Child:	Do they like the same kinds of seeds that the sparrows eat, Mom?
Mother:	Well, Johnny, I don't really know. Dad has that book on birds from the Conservation Department. Let's see if it will tell us.

Home "B"

Situation:	Mother is seated in living room. Child runs into room.
Child:	Mom, Mom, I saw a red bird at our bird-feeder.
Mother:	That's nice, Johnny.
Child:	Do they like the same kinds of seeds that the sparrows eat, Mom?
Mother:	Well, Johnny, I really don't know. Go wash your hands It's almost time for supper.

Understanding What Preserves Individuality

Have students role play a situation in which a family is trying to decide whether to rent or buy a home. Analysis of the family discussion will bring out the values and goals expressed by family members and those held by the family as a unit. Students can then role play a similar situation, but with a different family whose members hold different values and goals. The situations can be compared to show how individual and family values are bases for decisions. Ways in which the home can be planned to provide for what each member prizes most may also be discussed.

The dangers of "keeping up with the Joneses" as a family objective is a good topic for discussion. Emphasis should be given to the possibilities of loss of individuality in family members.

Evaluation of floor plans of different houses in terms of the family values they embody and the family needs they meet is useful. Students can also evaluate the plans in terms of how they contribute to the preservation of the individuality of each family member.

Have each student bring to class some item purchased within the last month and answer the following questions:

Why was the item purchased?

Have you received the satisfaction you expected?

Has anyone been unhappy about the purchase of the item?

How will the item help you achieve some personal goal?

Will the item help you be a better friend, family member, citizen, or a happier person?

Read novels or short stories about family life in other countries. Discuss differences between family life in these countries and in the United States. Explore reasons for these differences.

Understanding How To Work Toward Goals

Set up case situations of families or family members with clear-cut goals but without one or more of the resources possibly desirable for meeting the goals. Discuss how the goals can be achieved through effective use of other resources. For example:

1. A family wishes to provide gifts for family members and friends, yet has very little money to spend.
2. Grandparents wish to entertain their visiting preschool-age grandchildren, yet lack the physical energy for active play.
3. A working mother wants to have good relationships with her children, but has very limited time to spend with them.
4. A family in a small community wishes to enjoy shared good times, but the community is almost completely lacking in recreational facilities.
5. An urban family would like to have closer friendships with people, but finds that the impersonal aspects of city life constitute an obstacle.

Several popular magazines have carried series of articles on how the world lives. Such articles often include discussion of various aspects of family life. These articles can be used to develop understanding of cultural influences on families and of the individuality of families within the culture. Reasons for family living patterns should be discussed.

Discuss how families with different amounts of money available for recreation may choose to spend the allotment, keeping in mind family goals and values. This evaluation can be made for other areas of spending; for example, housing, clothing, food, and advancement.

Consider what families making choices of furnishings or equipment for the home may select in terms of different values.

The foregoing learning experiences are only suggestions. The creative teacher will explore many other possibilities for implementing the recommendations in her classes. A group of teachers probably would enjoy a brainstorming session in which such possibilities are listed and evaluated.

Chapter 2 Education for Family Life

Louise Lemmon, University of Illinois
Wilma Johnson, University of Arizona

Recommendation 90

That religious institutions and other community services, as well as the schools, strengthen their family life education programs, with materials suitable to each age level from the early years and marriage-preparation courses at the Junior High level; and that these programs include counseling in personal relations, boy-girl relationships, problems and the sacred nature of marriage, and methods of nurturing in children moral, spiritual and ethical values.[1]

Recommendation 137

That the curriculum provide opportunities for the student to develop—

appreciation and understanding, at a behavioral level, of the dignity and worth of all individuals . . .

a healthy and realistic concept of self . . .

ability to analyze critically and constructively. . . .[2]

Recommendation 138

That the curriculum include— . . .

education for family life, including sex education . . .

with emphasis on the causes of human behavior through discussion and participation in appropriate experiences, at all age levels.[3]

[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 12.
[2] *Ibid.*, p. 18.
[3] *Ibid.*, p. 19.

THE NEED FOR AN EXPANDED PROGRAM

Increasing evidence indicates that the family life education program in our schools needs to be expanded and a greater emphasis placed on it in the junior high school. Why?

The trend toward early marriage continues. Marriage is becoming more popular; people are marrying earlier, having more children, spacing them more closely together, and probably enjoying them more.[4] Approximately 53 percent of all girls between the ages of 15 and 19 are married or have been married. One out of every three brides is under 20 years old and one out of every four mothers bearing a first child is under 20 years old.[5]

With the rising status of the woman and her increased responsibilities outside the home, the terminability of marriage by divorce, and frequent geographic movement, the long-accepted definitions of masculine and feminine roles are changing and people are having difficulty discovering their new roles. One of the most important steps to be taken toward improving family life and child rearing is for those concerned to become aware of changes in the family, and then to create new family living patterns, to improve communication within the family, and to help people to give and receive love.[6]

As for the adolescent, his or her relationship with the opposite sex is preparatory for adequacy in marriage and in parenthood. The most important preparation for these roles, aside from maturation, is an understanding of others. Through education the adolescent can gain both maturity and understanding.[7]

> Education helps youth move toward maturity by helping youth to acquire the basic skills of communication; understand, appreciate and practice the principles of American democracy; develop a sense of personal responsibility; achieve fitness in physical, emotional and social health; appreciate and evaluate their environment; choose vocations wisely; prepare for successful family living; interpret life's experiences and situations; and develop a philosophy of living.[8]

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[4] Hill, Reuben. "Recent Trends in Marriage." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 140.

[5] Macy, Icie G. "Nutrition and the Teen-ager." *Reference Papers on Children and Youth.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 187.

[6] Frank, L. K. "Family Relationships." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 141.

[7] Josselyn, Irene M. "The Older Adolescent." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 207-208.

[8] Bobbitt, Blanche. "Educating for Maturity." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 209.

The job is not an easy one. Almost everyone today needs help in facing the difficult situations that confront him, whether they are in family living, in marriage, or in parenthood. The problem: "How can we make individuals recognize that to seek the available services, to ask for help or advice, is not a sign of weakness, or failure to be independent, but is an intelligent action when we are perplexed?"[9]

The effort must be made. Family life education and counseling must be supported as a means of improving family life:

> Every household, young or old, has five functions: the management of time; the management of money; the guidance of growth—physical, mental, emotional, social and spiritual; the making of decisions; and the enforcement of decisions. All of these functions involve teachable skills which can be strengthened by suitable education and counseling.[10]

IMPLEMENTING RECOMMENDATIONS 90, 137, AND 138 IN THE HOME ECONOMICS PROGRAM

The family life education program in the secondary-school curriculum needs to be expanded and the program extended to the junior high school if the youth of today are to be adequately prepared for the roles of family members now and husband or wife and parents in the future. An important question is what the program should include.

One family life educator advocates that sex education must precede puberty and certainly should begin no later than the seventh or eighth grade. According to her, students at the junior high-school level are intellectually able to handle physiological facts as well as any other factual subject matter. She believes that the instructor should include information on differences between the sexes and information relevant to pregnancy and birth. She states: "*The development of mature attitudes is best done before the need arises.* Many young people must struggle with changes of adolescence as they seek to understand these changes."[11]

In the ninth and tenth grades, when interest in dating may be high, the teacher may place emphasis on the nature of masculine and feminine roles and the positive aspects of dating as well as on the social amenities. Then, in the eleventh and twelfth grades, the students

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[9] Frank, Lawrence K. "Family Relationships." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 142.

[10] Genne, William H. "Family Life Counseling." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 144.

[11] Smith, Patricia A. "Some Observations of Family Life Education at the Secondary Level." *The Coordinator* 6: 53; June 1958.

may be ready to consider the greater implications of marriage, the place of the family in the social order, family economics, interpersonal relationships, and parental attitudes.[12]

Before she plans a program, the individual home economics teacher, at both junior high-school and senior high-school levels, will need to familiarize herself with what is being done in family life education in the school where she teaches and what the place of home economics is in the total family life education program of the school.

If the home economics teacher, for example, knows what is being taught in other subject-matter areas, she is better able to work with the other teachers and to plan more effectively with home economics students for the experiences they will need in family life education. Certain phases of family life education may best be taught in certain subject-matter areas. The physiological aspects may be taught in health or biology classes; the place of the family in the social order, parental attitudes, and changing roles may be taught in social studies; and understanding interpersonal relationships, management of family resources, and living in the family may best be taught in home economics. The home economics teacher should use every opportunity to help build the family life education program in the school.

Major problems to face when planning the family life education aspects of the home economics program are:

What content and experiences should be included in the program? This is the problem of scope.

When should particular areas of content and learning experiences be offered? This is the problem of sequence.

The following objectives for family life education may be appropriate at the junior and senior high-school and adult levels: To—

Learn how to improve communication

Understand how to give and receive love

Understand oneself and others

Understand values and how they influence decisions

Learn about physical and emotional aspects of transitional periods in life

Clarify masculine and feminine roles

Explore the multiple role of today's homemaker

Learn to analyze critically and constructively in family life situations.

The following suggested activities are helpful in attaining the above objectives in family life education.

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[12] *Ibid.*, p. 53.

Improving Communication

One of the first rules for communication is to be able to listen. Tape record a family discussion. Allow students in the class to hear the recording. Ask them to write down what they heard. Then ask class members to discuss what they heard. Obviously there are going to be some disagreements about the content of the tape. Play the tape again. Go through the discussion process again. Finally, discuss how to be a good listener and why this is important to insure successful family life.

Plan a simple role-playing situation in which a misunderstanding occurs because of semantic difficulties. For example, a problem situation involving parents and teen-agers can arise through a misunderstanding of the term *going steady,* which has different meanings for different generations. The students can role play the situation. The role playing may be stopped intermittently for an analysis of the nature of the misunderstanding. Finally, students who have ideas for improving the situation can exchange places with the role players and show how clarification of a term would have resulted in better communication.

Ask students to describe a family quarrel—i.e., what the quarrel is about, who is quarreling, etc. Let an appropriate number of students participate in the role playing of the quarrel. Replay the same situation, but this time ask one of the players to take a "listening role" instead of a "quarreling role." Then discuss with role players any differences in their feelings in the two situations. Discuss reasons for these differences in terms of what was expressed verbally—that is, in words—and nonverbally—that is, through facial expression, gestures, and posture.

Understanding How To Give and Receive Love

The concept of love should be explored during childhood, during adolescence, and during adulthood. A concrete discussion of love as given by Erich Fromm may provide any teacher with a basis for a constructive discussion of the subject.[13]

Introduce a discussion of love by listing on the chalkboard what students in the class consider to be the components of love. Make another list of what students consider to be the components of hate. Ask students to describe some family situations in which these components may be in evidence. Role play first a love situation and then its opposite. Let students describe how they feel and analyze these feelings.

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[13] Fromm, Erich. *The Art of Loving.* New York: Harper & Brothers, 1956. 133 p.

A more advanced version of this same experience would be to compare the students' lists of components of love and hate with authoritative materials written in this area, such as:

The Art of Loving. Erich Fromm. New York: Harper & Brothers, 1956. 133 p.

The Authoritarian Personality. Theodor W. Adorno and others. New York: Harper & Brothers, 1950. 990 p.

Children who Hate. Fritz Redl and David Wineman. Glencoe, Illinois: Free Press, 1951. 254 p.

Such an experience would be appropriate for senior high-school students as well as adults. If the teacher thinks these references are too advanced for all of her students, she may summarize them herself or ask an accelerated student to do the summarization.

Understanding Oneself and Others

Increased self-understanding leads to increased understanding of others—a number of reference books in the area of family relationships develop this idea. Reading on this subject may be followed by class discussion of examples of how students have seen increased understanding of others develop as a result of gaining insight into self.

Students can bring pictures of fathers, mothers, grandparents, and themselves, display the pictures, and discuss characteristics that have been inherited. They can distinguish between inherited and acquired characteristics.

Have students bring pictures of themselves as babies. See if students can identify each other. Discuss characteristics which identify. Lead into a discussion of "What kind of a person am I? Why am I as I am?" Students may write on these questions.

Invite the school nurse or a doctor to speak on physical changes that occur during the transition from childhood to adolescence (for early junior high-school level).

Show and discuss the film, *Heredity and Family Environment*.[14] Suitable for senior high-school students and adults, it is about the roles of heredity and environment and how they mesh in actual living. Voluntary and involuntary actions and the physical effects of emotion are also investigated. The film concludes by pointing out that each person has a hand in developing his own nature.[15]

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[14] *Heredity and Family Environment*. 9 min., 16mm, sound, b & w. McGraw-Hill Book Co., Textbook Film Department, 330 West 42nd Street, New York 36, New York, 1955.

[15] National Institute of Mental Health. *Mental Health Motion Pictures: A Selective Guide*. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 40.

Arrange for the school counselor to discuss emotional development with students.

Read about and discuss the meaning of maturity. Role play childish and grown-up behavior in specific situations.

Use the play-school situation as an opportunity to help students develop self-understanding through understanding small children. As play-school incidents are discussed, the teacher may guide the discussion so that students' new insights into children's needs and motivations are applied to their own needs and motivations.

Girls in junior high school who are reaching puberty often do not understand why junior high-school boys are not interested in dating. Assign reading on how boys and girls mature into adulthood; then make a physical, emotional, and social maturity chart on the board—one for girls of junior high-school age and one for boys of junior high-school age. Include such aspects of development as height, weight, sexual maturation, interests, emotional control, and cognitive abilities. Through use of this chart, the teacher can help students draw inferences on the behavioral differences of junior high-school boys and girls.

Similar techniques may be used to develop increased understanding of self and others through comparison of a junior high-school girl and her older sister of senior high-school age; a senior high-school girl, her mother, and her grandmother; a senior high-school girl and her father or brother.

With students, make up some situations in which problems occur because of lack of understanding of physical, social, or emotional differences among people. For example, a 14-year-old girl who has reached puberty and is very fascinated by clothes, make-up, and hair styles is embarrassed when she comes home with her girl friends and finds her 11-year-old sister looking unkempt. Role play the situation in order to clarify the differences between the older and younger girl and help students understand reasons for the differences. Follow the role playing with a discussion of the relationship between physical and social maturation.

Interview boys and girls, parents, and grandparents to find out what qualities they like in a friend. Read about and discuss famous friendships and analyze them for the qualities of friendship.

Show and discuss the film, *Shy Guy*.[16] It presents ". . . the story of an adolescent who finds mingling with his school group almost impossible. . . . Through guidance by his father, he begins to realize that in order to be an accepted member of a group, one must actually take part in its activities." [17]

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[16] *Shy Guy*. 13 min., 16mm, sound, b & w. Coronet Films, Coronet Building, Chicago 1, Illinois, 1947.

[17] National Institute of Mental Health, *op. cit.*, p. 70.

Have a round-table discussion on why boys and girls begin to be attracted to each other. Discuss reasons for dating and acceptable behavior on dates.

Invite four senior boys and girls to present a panel discussion on the pros and cons of going steady. Parents may be invited to attend this class meeting.

Ask students to state some problem situations involving teen-agers and parents that arise in relation to dating. Role play the situations. Ask some well-liked and respected faculty members to come in and role play the parts of parents. Tape record some of the role-playing situations, as well as the class discussions that follow. Discussion can include such questions as: (a) What happened in this situation? (b) Do people you know have these problems? Behave this way in similar situations? (c) Why do they behave as they do? (d) What does research tell us about such situations? What do authorities tell us? (Supervised study may come at this point.) (e) What conclusions may we draw in light of what happened in the role-played situation, in light of what we have experienced and observed in our own lives, and in light of what research and authorities in the field of family life tell us? (f) How may we apply these conclusions to our own problem situations? A day may be set aside for parents to visit the class to hear the tapes and discuss them with the students. The tapes might also be played and discussed in adult family life education classes.

Have a panel discussion—girls' discuss what they expect of boys on a date and the boys discuss what they expect of girls on a date.

Discuss problems of necking and petting from physical, emotional, and social standpoints. If possible, invite a minister, a doctor, a guidance counselor, and a parent to discuss these problems. Tape the discussion and use it for other classes. This would be a good tape to have for an adult class.

Ask a class to develop a role-playing situation of a quarrel between a boy and a girl who are going steady. Have the class members role play the situation, and follow it by the usual analysis and discussion.

By the time many girls are eleventh and twelfth graders they are thinking about more permanent relationships. In these grades, engagement and marriage relationships are most appropriately discussed.

There are a number of films dealing with engagement and marriage relationships. A few of them are:

It Takes All Kinds. 37 frames, b & w. McGraw-Hill Book Co., Textbook Film Department, 330 West 42nd Street, New York 36, New York, 1950.

Jealousy. 16 min., 16mm, sound, b & w. McGraw-Hill Book Co., Textbook Film Department, 330 West 42nd Street, New York 36, New York, 1954.

Meaning of Engagement. 13 min., 16mm, sound, b & w. Coronet Films, Coronet Building, Chicago 1, Illinois, 1951.

Follow the films with a discussion; state conclusions in the form of principles and generalizations. Guide students to apply the conclusions to their own lives.

A good annotated bibliography on films, many of which are appropriate for family life education, is *Mental Health Motion Pictures: A Selective Guide.*[18] This booklet also contains a helpful guide for film discussion leaders.

Understanding Values

Discuss the process of identification, through which values are formed. Such a discusssion will need to be carefully adapted to the age level of the students. Include the following information: A baby is unable to identify. From age two to four identification starts—this means that the child tries to make himself identical with a person he likes by introjecting into himself the attitudes, codes of conduct, and habits of the other person. This process increases in intensity until approximately age eight. After age eight the identification process starts decreasing. At around age eleven the child starts identifying with such people as teachers and movie heroes. A thorough discussion of the identification process will be found in David Ausubel's *Theory and Problems of Child Development.*[19] A discussion of the theory of identification can be followed by related activities in the classroom.

Students can make a list of people with whom they think they identify. They can then compare characteristics they feel they have in common with these people. Eventually they can identify mutual values held.

Sometimes it is difficult for students to identify their own values. Ask the guidance counselor to assist the class members in this task. Value tests per se are few, but some effort can be made to assess values.

Tape record a family discussion. Play the tape for students and ask them to identify values apparently held by different members of the family. This activity can be extended. Describe each family member heard in the tape by the values he holds. Write these descriptions on the board. Ask students to make up a new family situation. Role play the new situation with these same family members. The behavior of each family member in this new situation will be determined by the values he holds. After the role playing discuss how values affect one's

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[18] National Institute of Mental Health, *op. cit.,* 98 p.

[19] Ausubel, David. *Theory and Problems of Child Development.* New York: Grune and Stratton, 1958. 650 p.

behavior. Discuss possible sources of the values held by each family member.

After students understand where their values come from, they can discuss the subject with more understanding. Another activity is to ask pupils to list on the chalkboard what they consider to be democratic family values. This requires prodding on the part of the teacher and careful analysis and clarification on the part of the students. After the students arrive at a satisfactory list, ask them to compare their own values with the list on the board.

Learning About Transitional Periods in Life

Ask a resource person, such as a nurse, to visit a class and explain the meaning of puberty in boys and girls and the meaning of menopause in middle-aged women.

Ask a panel of parents and older teen-agers to discuss the impact of puberty, menopause, and old age on the emotional make-up of the family.

Mature high-school students can understand the concept of developmental tasks. The tasks of each stage in the life cycle may be discussed. Case situations may be effective in helping students develop understanding of individuals who are in different stages of the cycle.

Novels or short stories about persons in the transitional periods of life may be read and analyzed in order to develop increased understanding of those who are going through these periods of change.

There are good films dealing with various stages in the life cycle. One of these, *The Steps of Age*,[20] deals with the aging member of the family, too often completely ignored in high-school family life education courses.

Clarifying Masculine and Feminine Roles

Identification also is the process through which masculine and feminine roles are acquired. Many activities help clarify these roles.

Ask students to read novels or stories in which the settings are in different countries, the characters are natives of these countries, and the masculine and feminine roles are apparent. As they read have them keep an account of characteristics of the men and women in the stories. Compare these characteristics to show that masculine and feminine roles vary from one culture to another.

To older students and adults assign reading in anthropological studies on masculine and feminine roles in other cultures. Discuss the reading in class.

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[20] *The Steps of Age*. 25 min., 16mm, sound, b & w. International Film Bureau, Suite 308-316, 57 East Jackson Boulevard, Chicago 4, Illinois, 1951.

Discuss the role expectations of men and women in different social classes in the United States.

Ask the counselor to talk to the students about masculine and feminine roles.

Exploring the Multiple Role of Today's Homemaker

Ask some homemakers who are also career women to appear on a program of the Future Homemakers of America and discuss their dual role—that of homemaker-career woman. Have them discuss the preparation that they believe is required for a girl to assume such a role.

Invite the husbands of homemakers with jobs outside the home to discuss the effects of careers on husband-wife relationships.

In preparation for dealing with the multiple roles of today's homemaker in family living classes, the teacher will find it helpful to read *Homemaker, Teacher, Citizen—A Triple Role for the Homemaking Teacher.*[21] Statistics on the work lives of women given in the leaflet may be presented to senior high-school or adult students in order to help them understand some of the changes that have occurred in respect to woman's role.

Learning To Analyze Critically and Constructively

The effectiveness of any class experience or activity will depend upon how well the teacher is able to help the students think critically and constructively:

> Careful planning is essential to successful teaching. . . . The first step is to determine what processes of thinking may be effectively taught in homemaking classes. The following list, though certainly not exhaustive, may be helpful to the teacher just beginning consciously to teach processes of thinking:
>
> Comprehending and using language for discriminating communication
> Thinking sequentially
> Clarifying values
> Identifying and using facts
> Making comparisons
> Perceiving relationships
> Drawing inferences
> Reaching warranted conclusions
> Applying conclusions to other situations.[22]

Examples of each of these processes have been included in the foregoing discussion of suggested class activities.

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[21] Lee, Anne. *Homemaker, Teacher, Citizen—A Triple Role for the Homemaking Teacher.* DHE Topics No. 14. Washington, D.C.: Department of Home Economics, National Education Association, October 1960. 13 p.

[22] Simpson, Elizabeth, and Lemmon, Louise. *Teaching Processes of Thinking in Homemaking Education.* DHE Topics No. 11. Washington, D.C.: Department of Home Economics, National Education Association, November 1959. p. 4.

Chapter 3 The Family and Problems of Mobility

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Recommendation 52

That all public and private agencies on every level accept joint responsibility for coping with the impact of mobility through such action as the following . . .

expansion of all school services, to help mobile pupils adjust to a new environment—particularly of the U. S. Office of Education-assisted programs for orientation classes for immigrants; special language classes; remedial classes for children with education deficits; and provision of clerical and professional support for the classroom teacher.[1]

TODAY'S MOBILE SOCIETY

One out of five persons in our population changes his address each year. Sometimes the new address may be in the same metropolitan area; at other times the new residence may be in a distant geographical location. In any case, the move probably results in a change in friends, school, church, and community facilities. There is even increased mobility in daily living when the home address remains the same. Father may commute 40 miles to his work, brother may drive 40 miles to a ski area, mother may drive 40 miles to select her fall wardrobe, and sister may fly to Europe for her Easter vacation. Even the family which does not change its address will be affected by the movement around it. Neighbors may come and go, industries in the community may vary, new shopping centers may develop, and recreational opportunities may expand.

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[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 7.

The chart on page 28 pictorially describes the geographic population shift as of 1957-58.[2] It is reasonable to assume that this movement is even greater today.

> In March 1958 nearly 3 million people, including about 1 million children between the ages of 1 and 17, had moved from one of the main geographical areas of the United States to another within the preceding 12 months. Another 2 million children had moved from one state to another in the same region, and 2 million more from one county to another in the same state. Altogether, 12 million children moved, at least from one house to another. For most of them the move meant changes in friends, schools, and other surroundings.
>
> Mobility rates were higher for the nonwhite population than for the white; about one-fourth of the nonwhite population moved as compared with one-fifth of the white population. People living in rural nonfarm areas were more mobile than people living in rural farm areas or in urban areas. About 16 percent of the people living in central cities of standard metropolitan areas had moved within the same county during the year. People moving into these central cities, on the other hand, were just as likely to have come from another state as from areas within the same state.[3]

SOME CAUSES OF MOBILITY

There are many factors which have precipitated the high migration rate among Americans. A quotation from a recent publication summarizes many of these contributing elements:

> The movement of large numbers of people is influenced by many things. These include: (1) economic opportunities, (2) educational advantages, (3) change of residence for retired persons, (4) marital opportunities, (5) service in the Armed Forces, and others.
>
> Migration rates have been highest for persons who are entering the working force and have formed no permanent attachments. Young people do not have the sentimental and other attachments for homes, farms, and communities that older persons have.[4]

Industrial migration has been responsible for much of the movement of individual families. This and other trends of industrial management are identified in the following quotation:

> The bigger the company you work for and the greater your promise in it, the more likely you will have to uproot your family and shuttle them about the country—two, three, possibly half a dozen times—as you advance up the promotion ladder. Each year thousands of families move because of a job transfer, and there's every sign that the traffic is increasing.

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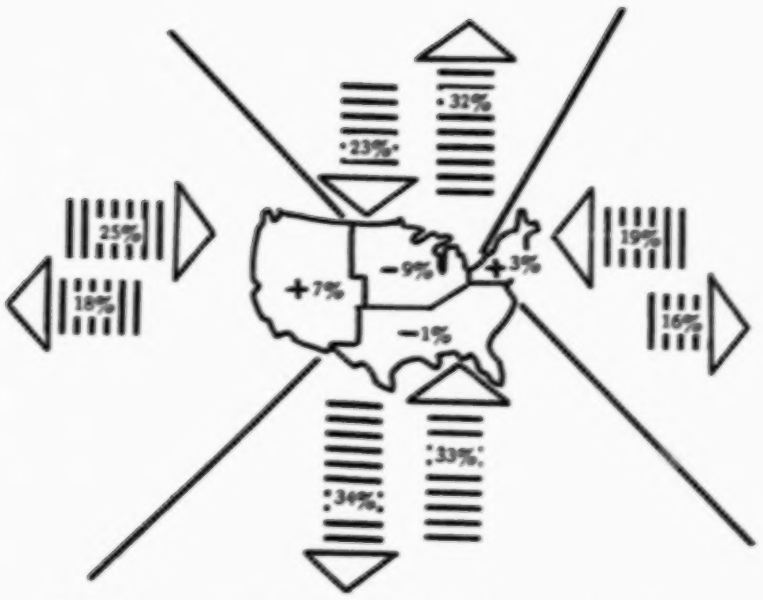
[2] White House Conference on Children and Youth. *Children in a Changing World.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 7.

[3] *Ibid.*

[4] U. S. Department of Health, Education, and Welfare, Office of Education. *Vocational Education in the Next Decade: Proposals for Discussion.* Washington, D.C.: Superintendent of Documents, Government Printing Office, January 1961. p. 197.



The population shift in 1957-58—more people moved to the West of the United States than to any other area.

> Transfers may occur in just about any kind of business and to any kind of personnel. Generally, though, the most likely candidates for a shift about the country are salesmen, junior- and middle-level executives, and engineers of all kinds. But no one is immune. Companies expand, merge, diversify, branch out, decentralize or sometimes . . . transport their entire operation from one community to another, as General Electric did with one of its plants not long ago.[8]

The Puerto Ricans in Eastern industrial centers, the Mexican nationals in Western agricultural areas, and the influx of nonwhites in the North also account for some of the mobility within the nation.

SOME EFFECTS OF MOBILITY

As shown by the above statistics, increased mobility is a reality, not a forecast. The effect mobility has on families varies with the situation and the family, especially with their ability to adjust to many economic and psychological conditions.

Economic Factors

Whether the employer or the employee finances a move makes a tremendous difference in a family's financial plan. The migrant worker who moves his family from spot to spot during the harvest season, the high-school teacher who moves near a college community in order to

[8] "Take That Job Transfer?" *Changing Times* 15: 31; January 1961.

provide educational opportunities for his children, and the rising young executive whose family follows him across the country to his new position as director of a branch office are representative of the mobile family groups whose financial problems are intensified by having to finance their own moves. Costs include shipping household furnishings, transportation for family members, and property disposal fees or the loss of rent. In addition, the belongings of a family that moves may be damaged and clothing and furniture may be inappropriate in a new locale. All these expenses are a drain on a limited family budget.

Families who ordinarily manage to live comfortably within their financial means may have to cope with temporary shortages of cash if they cannot realize equity in present real estate before purchasing living accommodations in a new location.

Family economic pressures may result from such factors as decentralization of industry, requiring workers to shift to other jobs; automation, forcing workers to change their line of work; and improved agricultural procedures, compelling farm laborers to move to the cities. In all of these and similar situations, the worker may have to accept a poor-paying job which offers little future and which may make it necessary for members of his family to be employed outside the home.

Psychological Factors

Even such a comparatively simple matter as having to depend on a new physician can be a major source of concern to the worried mother of a sick child. At the same time, the mother and other members of her family may feel insecure and unhappy because they have not yet been emotionally integrated into community life—social groups, civic organizations, church.

If a family's environment constantly shifts, there is danger that the psychological identity and stability of behavior of family members may be jeopardized. The insecurity of new experiences, the frustration of the unfamiliar, and the anxiety of contending with strangers may cause members of the family to behave quite differently from their usual patterns. These reactions complicate understanding among members of family groups, at the very time when their dependency on each other is greatest.

The attitude with which a move is approached may keenly affect the family. Some families are constantly seeking a better future by making a change in residence. They may be disappointed and thereby forced to become reconciled to a reality far short of original expectations. Other families are prompted to move in an attempt to secure adequate living conditions. Still other families are elated with their new environment, at least temporarily, by the achievement of some desire such as professional advancement, nearness to family, financial gain, or pleasant climate.

IMPLEMENTING RECOMMENDATION 52 IN THE HOME ECONOMICS PROGRAM

The increased mobility of our society and the complexities in family and community life that result from these changing patterns of population and ways of living have many implications for the home economics program at junior high-school, senior high-school, and adult levels. Examination of the problems which confront families in today's mobile society points up the need for competence in decision making and the desirability of recognizing and analyzing value systems. The learning opportunities for students at home, at school, and in the community should provide "practice" in making decisions, and should help students recognize, understand, and implement principles and generalizations which are fundamental in making wise decisions. They should be geared to realistic situations as they occur in family life today. Some suggestions for learning experiences are given below. Their value and effectiveness will be dependent upon the extent to which the teacher guides students in recognizing, weighing, and evaluating possible alternatives and considering the consequences of various courses of action rather than relying on rote memorization of "rules" and depending unthinkingly on the judgment of others.

Planning the Move

Moving a household from one section of town to another or from one section of the country to another has become increasingly common, and current trends suggest that moving day for many families will occur more and more frequently. Many of these moves are made with little time in which to prepare; the services of a good home manager are at a premium.

The teacher may set up a case situation involving the moving of a hypothetical family. The size of the family, approximate ages of the children, annual income and vocational expectations, and family interests and resources should be given. Class discussion can center around questions such as:

1. What tasks should be performed before the move? What can be done far in advance? What responsibilities will require last-minute attention?
2. How can various members of the family share in assuming these new responsibilities?
3. What should be considered in determining the method of shipping household furnishings? In selecting the means of transporting members of the family?

4. What clothing, household supplies, and other articles need to be kept out for temporary living arrangements?
5. What kind of housing will the family need in its new location? What should the family consider in making its selection?
6. What are the first tasks to be performed upon moving into a different home?
7. What are some differences and problems the family should expect to encounter on moving from one location to another? How can the family members solve these problems?

Case situations which have been clearly defined can provide excellent bases for class discussion. However, students must have a wealth of ideas and information upon which to draw in order to effectively solve the problems posed. Some suggestions for learning opportunities are to:

1. Consult various moving companies in the community. Investigate the costs of shipping. Consider which household items can better be disposed of before moving day. Weigh the advantages and disadvantages of doing one's own packing.
2. Visit furniture departments and select furnishings which are sturdy and would be adaptable to various backgrounds and seasonal conditions.
3. Investigate the cost of renting furnishings.
4. Recommend accessories which can be moved easily without damage and which would reflect the family's tastes even when the basic surroundings are not what the family would prefer.
5. Investigate how credit ratings work. Determine ways in which a family moving into a new community may quickly establish credit. Consult personnel of the local credit bureau about desirable practices.
6. Question the local banker about ways in which money may be handled when making a move from one community to another.

One of the major decisions confronting the family making a move pertains to housing—whether to buy or rent, what to buy, when to rent, and how to finance. The homemaking teacher needs to provide learning opportunities which will help students make wise decisions in regard to family housing. Some possible activities are to:

1. Go on a field trip to examine homes on the market.
2. Listen to a resource person—such as a FHA appraiser or inspector or contractor—explain what to check when examining a house.

3. Study the legal aspects of home buying, such as clear abstract, commission of realtor, and significance of second mortgages.
4. Interview several real estate agents and bankers about ways of financing home buying.
5. Calculate interest paid on some typical home-purchasing arrangements.
6. Make a cost comparison of several homes on the market, taking into consideration taxes, interest, and insurance. Relate these figures to the cost of renting comparable homes in the community.
7. Have a panel of homemakers discuss such topics as comparison of buying and renting, factors to consider in selecting a home, relative importance of aesthetic qualities and functional features, purposes the home serves, and housing for various stages of the family cycle.
8. Rank the factors which the student considers most important in buying a house and justify the rankings.

Helping the Family Adjust

If the physical and economic aspects of moving from one location to another are managed efficiently, then many of the insecurities, frustrations, and anxieties which frequently accompany a sudden upheaval are relieved. Awareness of the many adjustments all members of the family group have to make is essential; ability to meet the emotional and physical needs of family members under such circumstances is a worthy objective for each student in the homemaking class. Some learning opportunities which may help the students attain these goals are to:

1. Survey the community. Locate parks, recreational facilities, churches, hospitals, schools, organizations for children, community organizations, and essential services. Prepare a directory for new people in the community.
2. Check with the Chamber of Commerce about services and facilities available to new families.
3. Identify health hazards with which one may have to contend when traveling; make recommendations for safeguarding family health while in transit.
4. Compile a list of suggestions for entertaining children while traveling by the family car or by public conveyance. Prepare a kit of simple materials for entertaining children and display in a store window.

5. Interview persons who have made a move during the past year and identify some of the difficulties which they encountered.
6. List possible sources of frustration for family members in a new living situation; suggest ways of coping with these irritations.
7. List adjustments a preschooler has to make when moving to a different residence.
8. Role play a situation in which a teen-age daughter recognizes adjustments other members of her family are having to make as a result of moving to a new location.
9. Develop a check list or rating scale by which a teen-ager can evaluate his contribution to helping family members become acclimated to a new living situation.
10. Consult the school principal about practices to observe when changing schools.
11. Assist a new family in getting acquainted with community services and organizations (Future Homemakers of America [FHA] activity).
12. Care for preschool children of families preparing to make a move and families just getting settled (FHA activity).
13. Interview a welfare worker about difficulties faced by families of migrant workers and consider how established members in a community can help the more mobile families meet their problems.

Attending to Foods and Nutrition

A family relishes three good meals a day during the physical and emotional strain of moving from one location to another. Having attractive, nutritious meals at regular times will help the family be more content and keep them from becoming overtired. Some learning opportunities which may help students better understand the food problems of families in transit are to:

1. Make a plan for easy-to-prepare nutritious meals that can be served to a family group during the first two days in a new home in a new community.
2. Sponsor a buffet supper, encouraging members of the chapter to bring specialty foods of the community where they have previously lived (FHA activity).
3. Make a study of one section of the United States, identifying regional foods, seasonal foods, meal patterns, and traditions associated with foods. Plan, prepare, and serve a nutritious meal typical of this section.

4. Plan nutritious meals for a family for one day, using only small electrical equipment for preparation.
5. Compile a list of suggestions for packing foods and small equipment in preparation for the arrival of a moving van. Indicate the items the family will need first in their new location.
6. Develop a check list that will be of assistance in the selection of a grocery store in a new community.
7. Interview several mothers to find out what food problems their families encountered during the moving process. How did they solve these problems? What suggestions concerning food would they give to a family that is anticipating a move?
8. Compile a list of how a teen-ager can give assistance with food preparation during a move.
9. Select a newcomer in the school and serve as her hostess at lunch (FHA activity).
10. Set up a case situation involving the moving of a hypothetical family. The size of the family, approximate ages of children, the distance of the move, method of transportation, time of year, and amount of money in the food budget should be given. Class discussion may be centered around such questions as:

    Who should be responsible for meals during the move? What are the responsibilities just before the move, during the move, and after the move?

    What should be considered in deciding whether the family should eat all their meals in restaurants?

    What types of foods should be prepared to use while the family is in transit?

    What equipment would be needed if the family decided to prepare some of their meals during the move?

    How much money would the family need for meals?

    What methods may be used for paying for the meals?

    How can a mother make sure her family has good nutrition during a move?

Investigating Textiles and Clothing

Members of a family group will be more at ease and comfortable during the process of moving when they have clean, suitable clothes in a convenient place at the right time. Suitable wearing apparel, plus the cooperation of all family members in caring for their clothes, is essential if the family is to be well groomed during a move. Some

learning opportunities which may help students make contributions to the family's selection and care of clothes are to:

1. Investigate the differences in clothing needs for a teen-ager in different sections of the United States. Make a plan for changes in her wardrobe necessitated by moving from one section to another. Support each change with a reason.
2. Investigate the different methods used by moving companies for moving the wardrobe of a family.
3. Study general characteristics of different fibers and fabrics, and compile a list of helpful hints in the selection and care of clothes for traveling.
4. Interview several mothers to find out what clothing problems their family encountered in moving from one location to another. How did they solve these problems? What suggestions concerning clothing would they give to a family anticipating a move?
5. Prepare a leaflet concerning hints for being well groomed and suitably dressed for school activities. A counselor can give this to new students when they register.
6. Role play a family situation in which a family is beginning to pack clothes for a move, recognizing that each member has responsibilities.
7. Prepare a list of suggestions for careful and efficient packing of clothes during a move.
8. Set up a case situation involving the moving of a hypothetical family. Understanding of clothing problems can be developed by discussion of such questions as:

   What clothes will each member of the family need just prior to the move, during the move, and immediately after arrival?

   Who should be responsible for packing the clothes?

   How will they get clean clothes during the move? Will they need supplies and equipment to care for their clothes?

   What types of fabrics are suitable for travel?

   Will different occasions necessitate different types of clothes during the move?

   Will there be a difference in amount of money needed for care of clothes in the new location?

Chapter 4

The Family and Problems of Nutrition

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Recommendation 400

That information programs be developed to—
educate adolescents in sound nutritional attitudes and practices
emphasize to adolescent girls the importance of nutrition in preparation for motherhood.[1]

What are the implications of these recommendations for the homemaking teacher? To answer this question let us consider:

1. Some of the rapid changes being made in this country which affect the nutritional status of children, particularly the teen-ager
2. Some of the nutrition problems which teen-agers face today
3. Suggestions for action to make nutrition education in homemaking more effective in improving eating habits of teen-agers.

CHANGES AFFECTING THE NUTRITIONAL STATUS OF CHILDREN AND YOUTH

Population Increases

The population of the United States is increasing rapidly, due in part to decreasing death rates for all ages and in part to the increasing number of births. The population patterns have changed so that if the present trends continue, the proportion of children and old people will be much larger than that of people in the most productive age groups.[2]

[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 47.

[2] White House Conference on Children and Youth. *Children in a Changing World.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 3.

The decrease in death rates for all children has been paralleled by an increase in the number of services created to provide for better care of the child. However, there is a disproportionate growth of child population and child health services. This fact is reflected in a slight increase of the death rate for young children since 1957. While all the causes of this increase are not clear, the continued high birth rate has placed a steadily increasing burden upon all services for pregnant women and infants, especially those in low-income groups.[3]

Although answers to some of the causes of infant deaths need to be found, enough is known to make us aware of the link between the sound health and nutritional status of the mother and of her child. A goal of a sound background of nutritional information and good dietary habits for the mother will be necessary to prevent placing the added burden of malnutrition upon existing health services.

Population Mobility

From March 1957 to March 1958, 12 million children moved from region to region, from state to state, from county to county, or at least from one house to another. For most of them the move meant a change in friends, schools, and other surroundings.[4] (See Ch. 3, p. 26-35, of this publication.)

Such mobility creates a diversity of background, interests, attitudes, and values within the classroom, including a variety of eating patterns. The teacher must consider these variations carefully in planning for nutrition education which will meet the individual needs of the child. In addition she must help the student appreciate the merits of a variety of eating patterns, each of which can meet the nutrition requirements of the body.

Community Interest in Health Problems

Significant developments in community health services in the United States began in the early part of the century when knowledge of microbiology and immunization brought about a control of many diseases. This advance was followed by efforts to improve health conditions of children through instruction on care and feeding, provision of clean milk, and setting up of maternity centers and well-baby clinics.[5]

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[3] Corsa, Leslie, Jr. "Health Services from Birth to Puberty." *Children and Youth in the 1960's.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 77.

[4] White House Conference on Children and Youth. *Children in a Changing World, op. cit.,* p. 7.

[5] Rosen, George. "A Healthier World." *The Nation's Children: The Family and Social Change.* (Edited by Eli Ginzberg.) New York: Columbia University Press, 1960. Vol. 1, p. 138-57.

School health services, initiated to control contagion, gradually expanded to include education of parents and free medical and dental examinations for children. Nutrition education was included in some curriculums as early as 1918.

Emphasis on community health programs has shifted somewhat from the physical care of the sick child to "child saving" and study of behavior, personality development, and rehabilitation of handicapped children. But, "More effort must be focused on unsolved health problems. Most prominent among these are prenatal mortality and certain handicapping conditions . . . which appear to be associated with fetal development and birth. In this connection the significance of nutrition requires further investigation." [6]

Early Marriages

One of the trends in family life today is that people are marrying at an earlier age and are having children at an earlier age. The average mother now bears her last child when she is 26 years old.[7] (See Ch. 2, p. 16, of this publication.)

This trend makes it increasingly important to help the adolescents understand the effect of the nutritional status of both parents on the child—and especially that of the young woman's ability to safely bear healthy children.

The School Lunch Program

The school lunch movement was begun in New York in 1908 to supplement the diet of undernourished children. Other cities soon followed New York's lead. During the depression of the 1930's the movement was developed still further when the Federal Surplus Commodities Corporation undertook to feed indigent children. In 1946 the National School Lunch Act was passed, expanding the program still further by providing grants-in-aid to states for school lunch programs.[8]

The percent of school enrollment participating in the school lunch program has grown from 17.0 percent in 1947 to 30.4 percent in 1959.[9] School lunches must meet certain nutritional requirements and must be served on a nonprofit low-cost basis. These figures do not tell the whole story of school feeding; many larger city schools have established

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[6] *Ibid.*, p. 156.

[7] Hill, Reuben. "Recent Trends in Marriage." *Conference Proceedings.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 140-41.

[8] Rosen, George, *op. cit.*, p. 151.

[9] White House Conference on Children and Youth. *Children in a Changing World, op. cit.*, p. 65.

cafeterias which do not receive support from the School Lunch Act fund.

For homemaking teachers the questions inherent in the school lunch program are twofold. Is the lunch being provided adequate to meet the nutritional requirements of youth, and is it being served under conditions which make it appealing to them? Secondly, is the program being used as a practice laboratory for initiating and motivating improved eating habits?

Improved Food Habits

Surveys of family food consumption from 1946-1956 and analyses of the national food supply show that there has been considerable improvement in the kinds of foods eaten by American families in the past 20 years.[10] In the mid-thirties the diets of approximately one-third of the families in the United States were classified as poor. Today, probably as few as 10 percent of the nation's households have diets that would be called poor by the standards used at that time. Nevertheless, many adolescent boys and girls are not receiving all the dietary elements considered essential today. In general, the diets of adolescent girls are likely to be poorer than the diets of adolescent boys.

The diets of younger children, those from five to twelve years of age, are somewhat better, but they, too, show shortages. In this age group one out of four children gets less than two-thirds of the recommended allowance of ascorbic acid (vitamin C); 20 percent have diets low in calcium; and from 5 to 10 percent have diets that are deficient in other respects.

NUTRITION PROBLEMS WHICH TEEN-AGERS FACE TODAY

Adolescence is characterized by a spurt of growth involving all the skeletal and muscular dimensions of the body as well as changing biological functions. The period is accompanied by emotional and social uncertainties, giving rise to frustrations and stress that may be reflected in the emotional and social behavior of the teen-ager.[11]

Adolescence is also characterized by increased food needs to meet the demands of rapidly increasing body size and bodily changes. The nutritional requirements at this age depend upon the nutritional status of the

[10] *Ibid.*, p. 40.

[11] Macy, Icie G. "Nutrition and the Teen-ager." *Reference Papers on Children and Youth.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 184-191.

child prior to and during adolescence. If adolescent nutritional needs are not met, malnutrition and a lower level of performance develop which will affect the structure of the body adversely, reduce stamina, and lower resistance to disease in later life.

Studies of school groups at different ages indicate that adolescent boys and (even more so) girls have the poorest food habits and the least satisfactory nutritional status. And it is at this age that there is an increased need for nutrients. The problem of weight control further compounds the situation: "That portion of the adolescent population having trouble with overweight (22 percent) usually indulges in dietary fads and dieting to obtain a slim figure. Compulsive eating of high carbohydrate foods and lack of activity are usually the basic causes of overweight. Another segment of the teen-age population is seriously underweight (19 percent) due to irregular eating habits, omitting breakfasts, and poor distribution of proteins and other nutrients throughout the day."[12] Teen-agers under stress of growing and meeting school and social demands cannot afford to skip meals, and snacks should be chosen not only for energy but also for nutritive value so that they contribute to the teen-ager's over-all diet.

A strong motive for youth to maintain good nutritional status should be the fact that they are marrying younger and may be assuming perenthood before they are out of their teens. Parenthood, while the body is still in the formative stages, creates added physiological stress for the teen-age girl. Nutritional deficiences become intensified during pregnancy and have a direct bearing on the health of the baby and the mother. Some conditions that occur during this time may have debilitating effects that are carried over into later years.

The best hope for helping youth to acquire good food habits lies in the ability of the educator to help them recognize the relationship between nutrition and optimum health. The following activities will determine the focal points for nutrition education:

1. Search out hidden reasons for poor dietary habits and other factors associated with malnutrition.
2. Secure professional help in nutrition programs at the local level to promote conferences and projects in community nutrition.
3. Give emphasis to teaching of improved health through nutrition.
4. Stress the importance of school lunch programs.
5. Continue surveys of dietary habits.
6. Evaluate nutritional requirements of individual children and youth of all cultural backgrounds, races, and socioeconomic levels.

[12] *Ibid.*, p. 187.

To teach nutrition successfully, it must be related to goals and purposes of youth: "Dominant targets for teen-agers might be—look your best, feel vibrant, act your best, possess interest in and enthusiasm for life, a moderate schedule of work, play, and rest, and eat enough of the right kinds and varieties of food at regularly spaced intervals. . . . Nutrition education is not a one-shot process but is an accumulative, long-term one carefully based on essential food groups and exchangeability of foods to meet individual requirements."[13]

IMPLEMENTING RECOMMENDATION 400 IN THE HOME ECONOMICS PROGRAM

Stated briefly, the desired outcome of nutrition education is to help people establish and maintain eating habits which will provide their bodies with the right kinds and amounts of nutrients to achieve optimum health. While the school cannot achieve this goal alone, it can direct its educational activities toward the goal by:

Helping students evaluate their own eating habits

Giving students information needed to make wise decisions about food

Giving students opportunities to practice making these decisions

Enlisting the cooperation of other people in furthering nutrition education.

Finding Out What Students Eat

To start at the same point as the students is an important educational principle, one which is the foundation for effective nutrition education. Less resistance will be met if the teacher begins by determining weaknesses in the students' present eating patterns, and then, to bring about improvements, places emphasis on modifying these patterns.

Several methods of determining eating patterns have been used. Probably the simplest is that of comparing the individual's food intake with the basic food groups. A three-day survey of eating habits, scored objectively, is described in the book, *Teaching Nutrition.*[14] This method gives a fairly accurate picture of the student's eating habits. A daily diet score, simple enough for the student to use in scoring his own diet, is reproduced on page 43. It is adapted from a score sheet used

[13] *Ibid.,* p. 189.

[14] Pattison, Mattie; Barbour, Helen; and Eppright, Ercel. *Teaching Nutrition.* Ames: Iowa State College Press, 1957. 212 p.

by the Agricultural Extension Service of Purdue University. (A more accurate picture is obtained if the survey covers a three-day period.)

Breakfast surveys are popular because this meal is often neglected. One method is to set up a pattern suitable to an age group; for example, a high-school girl's breakfast might include fruit rich in vitamin C, cereal or eggs, whole-grain or enriched bread, milk, and butter. A score of 1 can be given for each of the foods represented. The meal can be rated as follows: A score of 5=good; 3–4=fair; 1–2=poor.

Setting up graphs or using colored gummed tape to show the percentage of students having good, fair, or poor diets and/or breakfasts and the percentage eating recommended amounts of each food is a dramatic way of showing strengths and weaknesses in the diets of the class.[15] Results of the survey should be made known to parents through meetings and news stories.

The purpose of the survey should be made very clear to administrators and parents to insure their cooperation. The teacher may talk to mothers at a school meeting before the survey starts to explain the plan, purposes, and procedure. If this is not practical, students can write letters to take home or write a news story for the local paper.

Giving Students Information for Choosing Food

The survey results can be used as a basis for knowing what specific should be placed on the basic food groups as a pattern for good eating for the entire class. Total nutritional need, not specific shortcomings of each child, must always be kept in mind.

One teacher devised a sales-talk approach to stimulate independent research in securing nutrition information. Each student selected a topic, and, after research, prepared an interesting sales talk to sell her produce to her classmates. One girl made attractive salads and garnishes to show ways of using citrus fruits. Another student prepared a display of foods rich in vitamin A and wrapped it in transparent paper.

Experiments in cooking vegetables, such as comparing the effects of long and short cooking periods for green vegetables, cooking in small or large amounts of water, or cooking in covered and uncovered utensils, can lead to suggestions for preparing vegetables to conserve their nutritive content, flavor, and appearance.

One student who needed to get more milk into her diet compared the types of milk available and their nutritive value, properties, and costs. She worked out a demonstration for the class showing variations in the use of these products. Another student studied standards for

[15] Wheat Flour Institute. *A Teacher's Guide to Classroom Food Facts and Fun.* Chicago: the Institute, 1955. 49 p.

DAILY DIET SCORE

Directions:

Record everything which you have eaten and drunk in the past 24 hours at meals and as snacks between meals. Count the number of servings of each of the food groups listed on the score sheet and determine your score for each group. Enter the correct score under the heading, "My Score." Add up your total score for the day.

Scoring:

Score of 90 or above—You are selecting foods very well but possibly eating too much food in relation to activity.

80–89—Good, although it reveals several poor food habits.

70–79—Fair, although it reveals quite a number of poor food habits.

Below 70—Poor, food habits which need considerable improvement.

		Points	*My Score*
GROUP I			
Milk	1 cup	5	
	2 cups	10	
	3 cups	15	_____
GROUP II			
Egg	1 daily	5	
Meat, fish, poultry, cheese	1 serving	15	_____
GROUP III			
Potatoes		5	_____
Green or yellow vegetables		10	_____
Other vegetables		5	_____
Citrus fruits (orange, grapefruit, or tomato juice, or ½ cup raw cabbage)		10	_____
Other fruit	1 serving	10	_____
GROUP IV			
Whole grain or enriched bread or cereals	2 servings	10	_____
Other cereals or bread	1 serving	5	_____
OTHER FOODS			
Butter or fortified margarine	1 t. each meal	5	_____
Water	6–8 glasses	5	_____
		My Score	_____

enriching or fortifying food products and prepared a display of labels, underlining the pertinent information.

Students can study advertisements for food and health products, such as vitamins and reducing preparations, and evaluate the claims made in terms of known facts. This class activity lends itself to the development of a "Talking Bulletin Board" to be used for an open house at school. Facts to disprove the misleading claims of advertising or questions about them can be placed on the bulletin board, with a tape recorder nearby to "talk" to people passing by, asking or answering questions posed on the board.

One teacher arranged with students to interview new mothers (former homemaking students) to learn what dietary practices they observed during pregnancy and while they nursed their babies. The interviews, coupled with research on nutritional factors affecting mother and child, helped students to recognize the importance of nutrition before and after pregnancy. Another teacher arranged for students to attend a class for pregnant women given by a dietitian at a local hospital.

A project, "Nutritionist, Junior Grade," was instrumental in helping several students learn about nutrition through teaching it to children in lower grades one period a week for several weeks. At the same time the students learned to understand and manage young children. Among the activities were:

Surveying eating habits of the children, analyzing the surveys, and

Surveying eating habits of the children, analyzing the surveys, and helping both children and parents see how each child's diet compared with an accepted standard

Telling stories about food or acting out skits designed to improve outstanding weaknesses revealed in the survey

Planning tasting parties, where raw vegetables were prepared by the children and a lesson on vegetables was developed

Helping the children in the homemaking laboratory prepare variations of food found lacking in diets, simple meals, party refreshments, or snacks

Acting as table hostess to children in the lunchroom and encouraging correct table manners

Examinining illustrative material suitable for use at the elementary level and ordering sufficient copies for the teacher

Taking children on tours of food markets, bakeries, and dairies.

Planning menus in class is a good learning activity. Variations of the menu-planning experience are:

Planning, in homemaking class, the menus and market order for a one-day hike and camping trip.

Setting up a display of "Grandma's Pantry," a two weeks' supply of foods developed by the Office of Civil and Defense Mobilization for disaster readiness;[16] then, planning two weeks' menus for the family from these items and checking nutrients for the family members.

Arranging food models in food groups—such as meats, salads, vegetables, desserts, beverages, and breads—from which students can select a meal, as they would in a cafeteria, and evaluate it.

It is a common practice in homemaking classes to integrate nutrition information with the preparation of food. When foods are being prepared some attention is always given to discussing nutritive values as well as preparation principles.

To emphasize the need for serving meals which will meet specific food needs, some of the following activities can be used:

Select a typical family group with children of different ages. Plan, prepare, and serve the day's meals, showing how the amounts of foods would vary for different members.

Plan the day's meals suitable for a teen-ager of normal weight; then, plan variations for the underweight and overweight girls, computing nutritive values. Plan and serve these meals, showing the correct size of servings. These meals can be used for an open-house display if plates are covered with transparent paper. A poster showing nutritive values would make the display more meaningful.

Plan, prepare, and serve quickie breakfasts or luncheons which students can prepare at home.

Plan, prepare, and serve a series of meals for a family group at various income levels. Figure the nutritive values of each.

A problem of concern to all foods teachers is that of snacks in the teen-age diet. Some students are overweight because of too many snacks. Others are underweight because snacks have dulled their appetite for regular meals. Poorly chosen snacks may contribute to bad complexions and other symptoms of malnutrition. Snacks may be eaten to relieve hunger pains, to compensate for emotional disturbances, or simply because the gang does it when they get together. Though food should be eaten at regular meals, one should not overlook the importance of snacks. The problem is to help teen-agers develop the habit of selecting snacks which will be a nutritive supplement to other meals, not just empty calories:

After a dietary survey is made, have students figure the nutritive and caloric value of the snacks they have consumed. Each student,

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[16] Office of Civil and Defense Mobilization. *Between You and Disaster.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960.

depending on her own needs, can modify her snacks so they will supplement the daily diet.

Determine the relative nutritive value of various snacks. Make posters showing pictures of the snacks and a bar graph showing their comparative values.

One home economics group made up several posters urging healthful snacks, and paraded with them around the gym during half time at a basketball game. Then the girls wheeled in a cart of apples and carrot sticks to sell to the audience.

Teen-agers are beginning to eat away from home more frequently. Have students role play a restaurant situation, using real menus and applying what they have learned in class about meals.

Many students dislike foods because they are unfamiliar with them or they get tired of the same dishes. In one school the homemaking teacher planned several tasting parties. A vegetable-tasting party included the less-familiar: green peppers, broccoli, cauliflower, asparagus, and Brussels sprouts. More familiar vegetables were prepared in new ways, such as onions in cheese sauce, green beans with almonds, and spinach soufflé.

Suggestions for activities for slow learners can be adapted from those found in publications prepared by commercial companies for use in teaching nutrition at the elementary level. (See list of *Teaching Aids* on p. 48.)

The school lunch can serve as a practical nutrition laboratory if the experience is integrated with classroom activities. In the lunchroom the teacher can observe the eating habits of the students and include them in her evaluation of their nutrition practices.

Several homemaking teachers use the school lunch program for providing experiences in quantity food preparation for their advanced students. Students plan the menus for a week, taking into consideration the commodities and supplies on hand and the cost of the food. This experience has enabled students to appreciate the value of the lunch, and, as a result, there have been fewer complaints about it.

Less advanced students may make suggestions for menus; they are usually more interested in lunch on the day their foods are served. A tour of the kitchen is also helpful in stimulating interest.

Homemaking classes can experiment with new ways of serving food. One school offers the samples free, as a means of getting other students to try new foods. Others have experimented with using government surplus foods.

Educational displays near the school lunchroom featuring some phase of food study, such as the importance of vegetables or milk, help all students realize the importance of including these foods in their diets.

Homemaking students can take the lead in helping to make mealtime more pleasant by initiating a courtesy campaign. Assembly programs featuring talks by school leaders, skits, and panel discussions on conduct and manners in the lunchroom is one means of getting started. Posters in the lunchroom serve as reminders. Appointing a host and hostess for each table helps set an atmosphere for better behavior while eating. Why not try soft music as some restaurants do?

Parents' Day has been successfully used as a means of acquainting mothers and fathers with the school lunch program. Each class is assigned a day when they may invite their parents to join them for the noon meal at school.

Reaching Adults with Nutrition Education

It is not enough to provide nutrition education for adolescents. If their parents and other adults also have instruction, there is more likelihood that diet changes will take place in homes in the community and all members of the family will benefit.

Adult classes in food preparation are apt to be more popular than nutrition classes. However, nutrition can be taught in any foods class whether the class is called "Easy Meals" or "Foreign Cookery." One very successful class was titled "Slimnastics." One half of the lesson time was devoted to a lecture on eating to maintain weight, while the second half was spent on the display and practice of exercises to trim down the figure.

Women's clubs may welcome programs on nutrition. One teacher prepared a talk for a TOPS (Take Off Pounds Successfully) group, giving suggestions for planning appetizing low-calorie meals which can be adapted from meals planned for the rest of the family without too much extra work. She was asked to give the talk to three other TOPS clubs.

The local library may have a nutrition nook featuring books and pamphlets on nutrition, a list of articles from current magazines, and posters.

Evaluating Nutrition Education

Since the goal of nutrition education is to help people improve their eating habits, the ultimate proof lies in determining whether they have actually changed them. The process is slow and cannot be measured accurately in a few weeks' time. A repeat of the diet survey at intervals can give a before-and-after picture which reveals progress being made by individuals in a class and which stimulates effort to further improvement.

TEACHING AIDS

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